

About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2009 Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2008-2009

School Results

School: Governor James B Longley Elem

District: Lewiston School Department

Code: 1088-1286



Fall 2009 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2008-2009

Grade Level Summary Report

School: Governor James B Longley Elem
District: Lewiston School Department
State: Maine
Code: 1088-1286

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				36	0	0	7	19	11	31	18	50	432	352	14	40	24	21	442	13,461	15	52	21	12	444
MATH				37	1	3	1	3	10	27	25	68	426	353	15	38	19	28	440	13,481	14	48	23	16	443
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



Fall 2009 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2008-2009

Reading Results

School: Governor James B Longley Elem
 District: Lewiston School Department
 State: Maine
 Code: 1088-1286

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

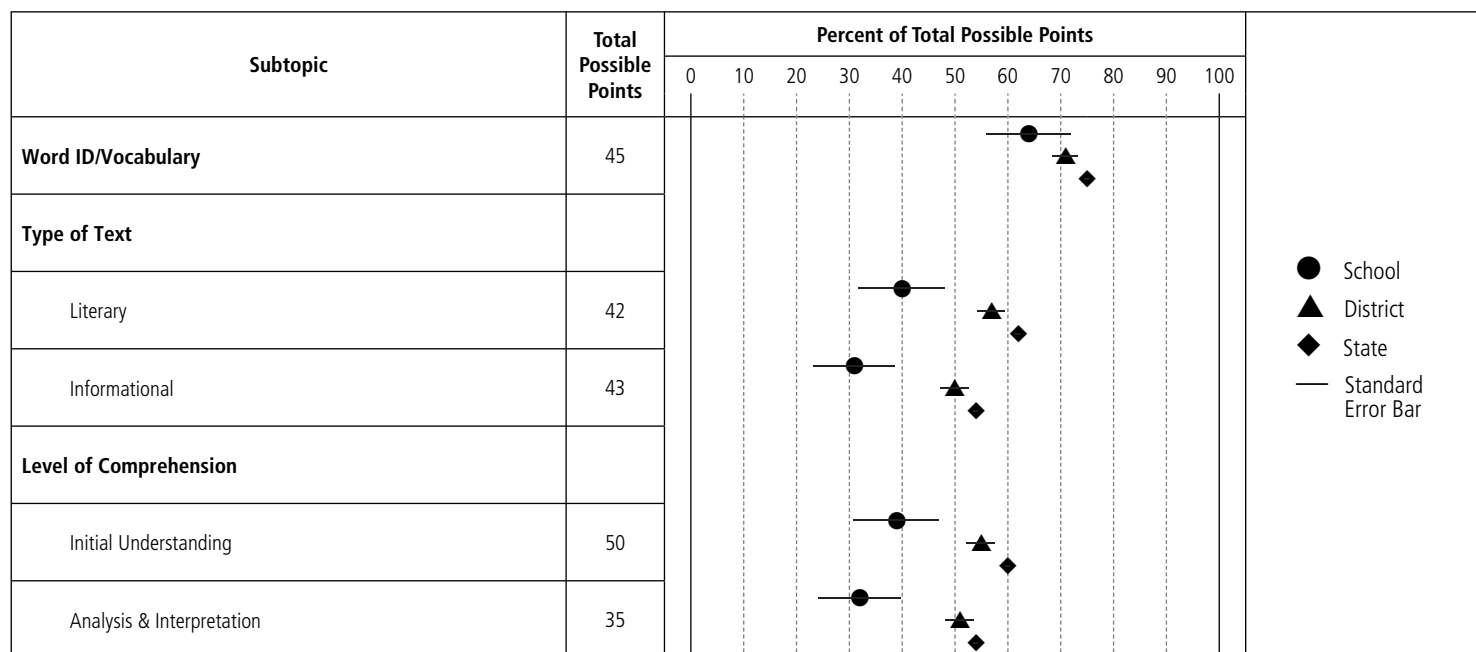
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total				36	0	0	7	19	11	31	18	50	432
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total				352	50	14	142	40	86	24	74	21	442
STATE 2007-08 2008-09 2009-2010 Cumulative Total				13,461	1,973	15	7,047	52	2,870	21	1,571	12	444





Fall 2009 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2008-2009

Disaggregated Reading Results

School: Governor James B Longley Elem
District: Lewiston School Department
State: Maine
Code: 1088-1286

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				36	0	0	7	19	11	31	18	50	432	352	14	40	24	21	442	13,461	15	52	21	12	444
Gender																									
Male				15	0	0	4	27	6	40	5	33	435	177	12	40	25	23	441	6,889	11	52	23	14	443
Female				21	0	0	3	14	5	24	13	62	431	175	17	41	24	19	443	6,572	19	53	19	10	446
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										2						100	9	55	23	13	443
Asian				0										1						216	21	50	19	10	446
Black or African American				22	0	0	2	9	8	36	12	55	431	84	4	21	35	40	435	406	7	36	27	31	438
Hispanic or Latino				0										11	0	55	27	18	439	148	6	54	24	16	442
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				14	0	0	5	36	3	21	6	43	435	254	19	46	21	15	445	12,591	15	53	21	11	445
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				18	0	0	1	6	6	33	11	61	431	76	1	22	30	46	433	361	4	38	27	32	437
Former LEP student - monitoring year 1				1										1						20	30	70	0	0	453
Former LEP student - monitoring year 2				0										0						7					
All Other Students				17	0	0	5	29	5	29	7	41	433	275	18	45	23	14	445	13,073	15	53	21	11	445
IEP																									
Students with an IEP				7										63	5	14	30	51	432	2,286	2	28	34	36	434
All Other Students				29	0	0	6	21	11	38	12	41	434	289	16	46	23	15	444	11,175	17	57	19	7	446
SES																									
Economically Disadvantaged Students				32	0	0	5	16	10	31	17	53	432	232	9	34	30	27	439	6,004	8	48	27	18	441
All Other Students				4										120	24	53	14	9	448	7,457	20	56	17	7	447
Migrant																									
Migrant Students				0										0						3					
All Other Students				36	0	0	7	19	11	31	18	50	432	352	14	40	24	21	442	13,458	15	52	21	12	444
Title I																									
Students Receiving Title I Services				13	0	0	2	15	7	54	4	31	434	86	0	34	49	17	438	2,076	2	39	38	20	438
All Other Students				23	0	0	5	22	4	17	14	61	432	266	19	42	17	22	444	11,385	17	55	18	10	446
504 Plan																									
Students with a 504 Plan				1										8						203	14	51	25	10	444
All Other Students				35	0	0	7	20	10	29	18	51	432	344	15	40	24	21	442	13,258	15	52	21	12	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2009 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2008-2009

Mathematics Results

School: Governor James B Longley Elem
 District: Lewiston School Department
 State: Maine
 Code: 1088-1286

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

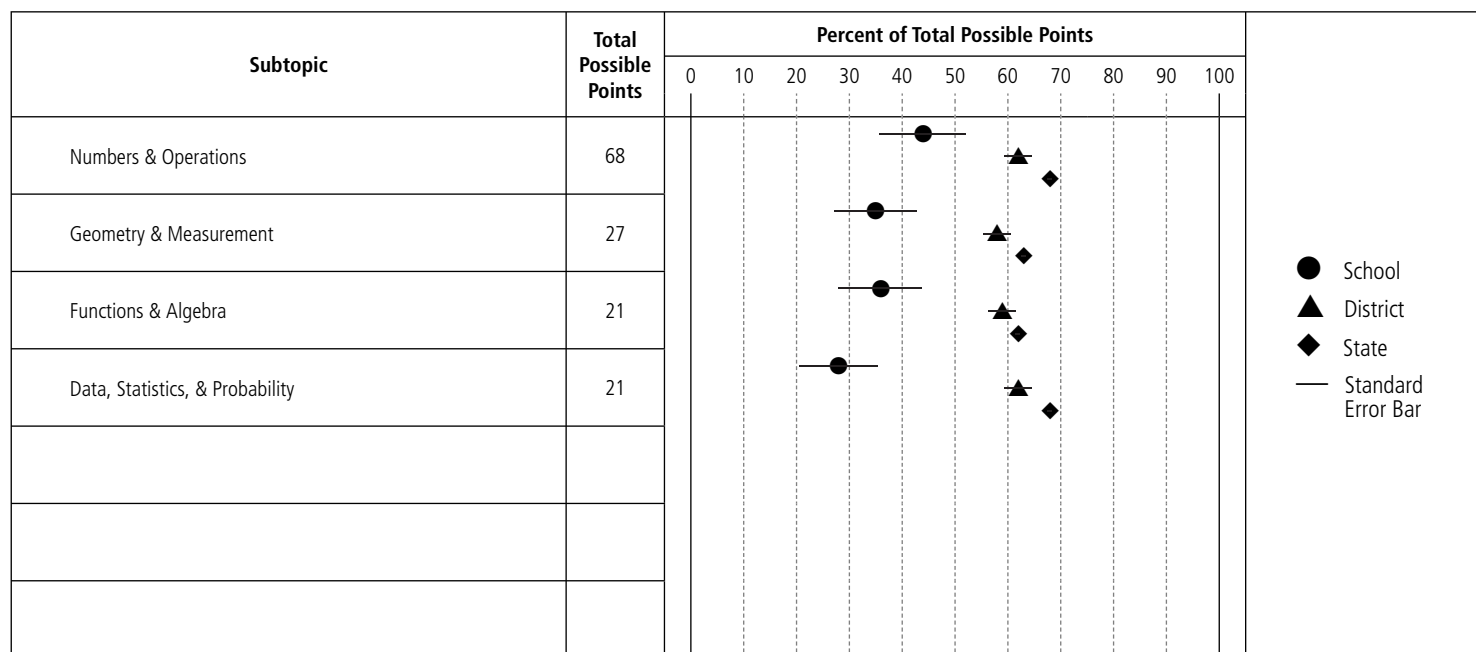
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total				37	1	3	1	3	10	27	25	68	426
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total				353	53	15	134	38	67	19	99	28	440
STATE 2007-08 2008-09 2009-2010 Cumulative Total				13,481	1,850	14	6,485	48	3,034	23	2,112	16	443





Fall 2009 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2008-2009

Disaggregated Mathematics Results

School: Governor James B Longley Elem
District: Lewiston School Department
State: Maine
Code: 1088-1286

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				37	1	3	1	3	10	27	25	68	426	353	15	38	19	28	440	13,481	14	48	23	16	443
Gender																									
Male				16	1	6	1	6	4	25	10	63	427	176	13	45	20	22	441	6,899	14	48	22	16	443
Female				21	0	0	0	0	6	29	15	71	426	177	17	31	18	34	439	6,582	14	48	23	16	443
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										2						100	7	41	32	20	439
Asian				0										1						217	18	47	21	14	445
Black or African American				23	1	4	1	4	6	26	15	65	426	87	3	25	21	51	431	417	5	31	22	42	434
Hispanic or Latino				0										12	8	25	17	50	436	152	7	39	30	24	439
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				14	0	0	0	0	4	29	10	71	426	251	20	43	18	19	444	12,595	14	49	22	15	443
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				19	0	0	1	5	4	21	14	74	424	80	4	21	21	54	430	378	4	29	25	42	434
Former LEP student - monitoring year 1				1										1						20	40	55	5	0	452
Former LEP student - monitoring year 2				0										0						7					
All Other Students				17	0	0	0	0	6	35	11	65	427	272	18	43	18	21	443	13,076	14	49	22	15	443
IEP																									
Students with an IEP				7										61	5	26	26	43	433	2,296	4	28	28	40	434
All Other Students				30	1	3	1	3	10	33	18	60	427	292	17	40	17	25	442	11,185	16	52	21	11	445
SES																									
Economically Disadvantaged Students				33	1	3	0	0	8	24	24	73	426	233	9	35	20	36	437	6,021	7	41	28	23	439
All Other Students				4										120	26	44	17	13	446	7,460	19	53	18	9	446
Migrant																									
Migrant Students				0										0						3					
All Other Students				37	1	3	1	3	10	27	25	68	426	353	15	38	19	28	440	13,478	14	48	23	16	443
Title I																									
Students Receiving Title I Services				13	0	0	0	0	4	31	9	69	429	85	2	27	32	39	434	2,081	2	32	36	29	436
All Other Students				24	1	4	1	4	6	25	16	67	425	268	19	41	15	25	442	11,400	16	51	20	13	444
504 Plan																									
Students with a 504 Plan				1										8						203	13	50	19	17	443
All Other Students				36	1	3	1	3	9	25	25	69	426	345	15	38	19	28	440	13,278	14	48	23	16	443

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.